



Guiding us
step by step
into the future

DISABILITY & DISCRIMINATION POLICY & ACCESSIBILITY PLAN

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| Member(s) of staff responsible | Paul Hiatt |
| Governor responsible | Chair of Business committee |
| Sub-Committee responsible | Business |
| Date agreed with staff | |
| Date discussed with pupils | |
| Date agreed at Sub-Committee | |
| Date approved at Governing Body | |
| Frequency of policy review | Annual |
| Date next review due | Nov 16 |

| Issue Number | Issue Date | Summary of changes |
|--------------|------------|--|
| 1.0 | Jan 2003 | Original Issue |
| 2.0 | Nov 2011 | Reviewed, updated to be inline with current best practices |
| 2.1 | Nov 12 | Reviewed, no change |
| 2.2 | Nov 13 | Reviewed |
| 2.3 | Nov 15 | Reviewed, updated |

WARDEN HILL PRIMARY SCHOOL

" All at Warden Hill are working to create and maintain a safe and secure environment for children, with an atmosphere that fosters happiness and growing self-confidence. We aim to teach literacy and numeracy first and foremost, but in a way that will equip our children for the many challenges that face them now and in the new century. We also seek to develop in each child the realisation that individually they are unique and of immense worth, but also that they have an important contribution to make in maintaining and developing the society in which they live."

Warden Hill School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

- Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

"from September 2002, it was unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services."

Schools and LEAs must:

- Not treat disabled pupils less favourably; and
 - Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the reasonable adjustment duty)
- That LEA and school Governors have a duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
2. Increase the extent to which disabled pupils can participate in the school's curriculum.
3. Improving the delivery of information to pupils with disabilities.

In early autumn 2007 all parents were sent information about the DDA and invited to comment. Views were sought about how the school could be made more accessible for everyone who attends at the school. This included a wheelchair user navigating around the whole school highlight any concerns about accessibility. The main points were the step into the front entrance and the fact that the Junior block had two storey buildings. Some years ago when we had a pupil in a wheelchair classes were organized so that her class were always on the ground floor. Although this caused considerable upheaval for teachers and children it was considered far more practical and effective than the installation of two lifts to access classrooms in the two upstairs blocks.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies and documentation including:

- ✓ Teaching and Learning
- ✓ Equal Opportunities Policy
- ✓ Whole School Behaviour Policy
- ✓ Admissions Policy
- ✓ School Improvement Plan
- ✓ School Development Plan
- ✓ Policy for Educational Visits
- ✓ SEN Policy
- ✓ Prospectus

Aims

Warden Hill aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate

- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- By providing written information for pupils with disabilities in a form which is use friendly
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- By examining our library and reading books to ensure that there are examples of positive images of disabled people

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit using an agreed and improved format
2. As a result of the audit, we shall:
Write action plans that include targets
Make the policy and targets known to all teaching and ancillary staff, pupils and parents
Monitor the success of the plan

The plan will be reviewed by the Governing Body

3. The school will ask the Governors' Buildings Committee to monitor and further develop good practice

Monitoring

Warden Hill recognizes that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning.

We will monitor

- Admission
- Attainment
- Attendance
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Extra-curricular activities
- Homework
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (i.e., representation on PTA)

Publications for guidance

Special educational needs and disability code of practice -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Useful contacts:

Equality and Human Rights Commission

correspondence@equalityhumanrights.com

Equality Advisory and Support Service (EASS)

<http://www.equalityadvisoryservice.com/>
Phone: 0808 800 0082

DfES Publications

<https://www.gov.uk/government/publications?departments%5B%5D=department-for-education>

OFSTED Publications

<https://www.gov.uk/government/publications?departments%5B%5D=ofsted>

WARDEN HILL PRIMARY SCHOOL - ACCESSIBILITY ACTION PLAN 2014-16

| IMPLEMENTATION | | | | MONITORING / EVALUATION | |
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| Key Target Areas & Objectives | Actions, Tasks & Activities | Responsibilities | Timescales | Success Criteria | Monitoring & Evaluation |
| ☺ To make available written material in alternative formats | <ul style="list-style-type: none"> ☺ The school to make itself aware of services available through other agencies, including the LEA, for converting information into alternative formats. ☺ A directory is produced with contact names and telephone numbers ☺ If required the school is in a position to access and provide written information in alternative formats. | Governors' buildings Committee | On-going | Delivery of information to disabled pupils improved. | Maintain log of any material accessed |
| ☺ Incorporation of appropriate colour schemes into future decorating and refurbishment programmes to benefit pupils with visual impairments and to review effectiveness of new window blinds in both departments. | <ul style="list-style-type: none"> ☺ Seek appropriate advice from LEA Sensory Support Service on appropriate window blinds and colour schemes. ☺ Seek advice from LEA property services on appropriate door furniture. | Governors' buildings Committee | Ongoing | Classrooms are made more accessible to visually impaired children. Physical accessibility of school is improved. | Governors' buildings Committee to report back to full Governors. |
| ☺ Training for teachers on how to manage children with specific problems (e.g., anaphylaxis, asthma) | <ul style="list-style-type: none"> ☺ Seek appropriate advice for the LEA and medical staff (including school nurse) on how to deal with children who have these problems. ☺ Train staff, both teaching and non-teaching, on their roles in the event of any emergency. | Headteacher | Ongoing, and as children are admitted into school. | Children with medical problems are able to take part fully in the life of the school. | |

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| <p>☺ Training for teachers on differentiating the curriculum with particular reference to Physical Education.</p> | <p>☺ In school training of staff by support staff from LEA, to include training of LSW also.</p> | <p>Headteacher</p> | <p>Ongoing, as and when required by class teacher.</p> | <p>Teachers are able to meet the requirements of disabled children's needs, especially in PE lessons.</p> | <p>Evaluations by team leaders as part of PM process.</p> |
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